



British Columbia Primary Teachers' Association
of the British Columbia Teachers' Federation

Create

Play

Imagine

Wonder

Explore



Creating Personalized Land Acknowledgements in Primary Classes

Have you ever wondered how to make Land Acknowledgements more meaningful to your students?

Have you ever wanted to write personalized Land Acknowledgements with your class but didn't know where to start?

We often repeat an Indigenous Land Acknowledgement without really thinking about or understanding what the words mean. By writing a personalized acknowledgement we are thinking about why this place is important to us.

I created a personalized class Land Acknowledgement with my Kindergarten class last year, and with both of the Kindergarten classes at our school this year. These are the acknowledgements that they created.

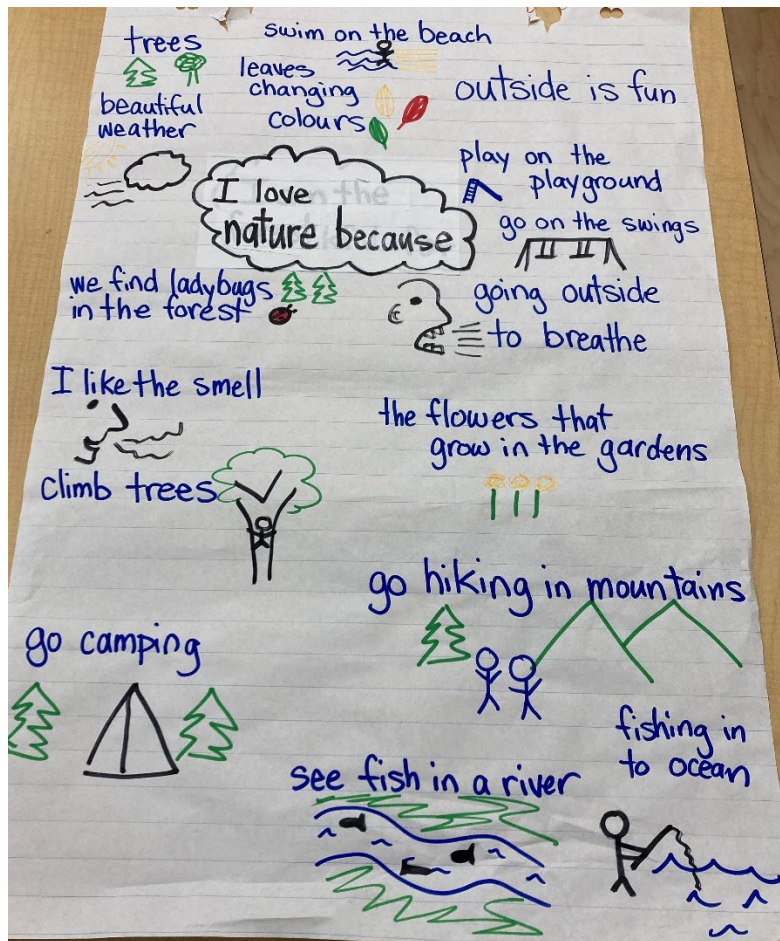
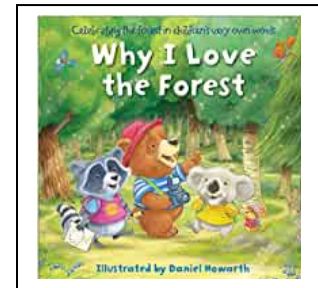
We acknowledge that we live on the land of the Coast Salish Peoples. We appreciate the flowers, leaves and birds. In the forest we like to find exciting things, play with leaves and grass, climb trees and plant acorn trees. At the beach we like to swim, dig in the sand and find crabs and shells. (written in June of Kindergarten)

We live in Burnaby, BC, Canada on Indigenous Land. We like family. We dance in the rain, find flowers, eat nature food like clams, fish and snails, play in the snow on the mountains and look at whales and lakes. We need to take care of nature. (written in January of Kindergarten)

We live in Burnaby on Coast Salish Land. We like this place. We learn, see, have fun with our friends, have things to eat, homes and family. In this place we hear ocean waves, crickets, birds singing and owls hooting. We see good views, rainbows, beautiful flowers growing, leaves falling, beautiful sunshine, blue sky and the ocean. (Written in January of Kindergarten)

Term 1: Why I love nature...

1. Read a book about nature
e.g. Why I Love the Forest by Daniel Howarth
2. Do a class brainstorm about what they love about nature. Have a discussion about natural vs. human made items.
3. Activity: I love nature because... (attached)

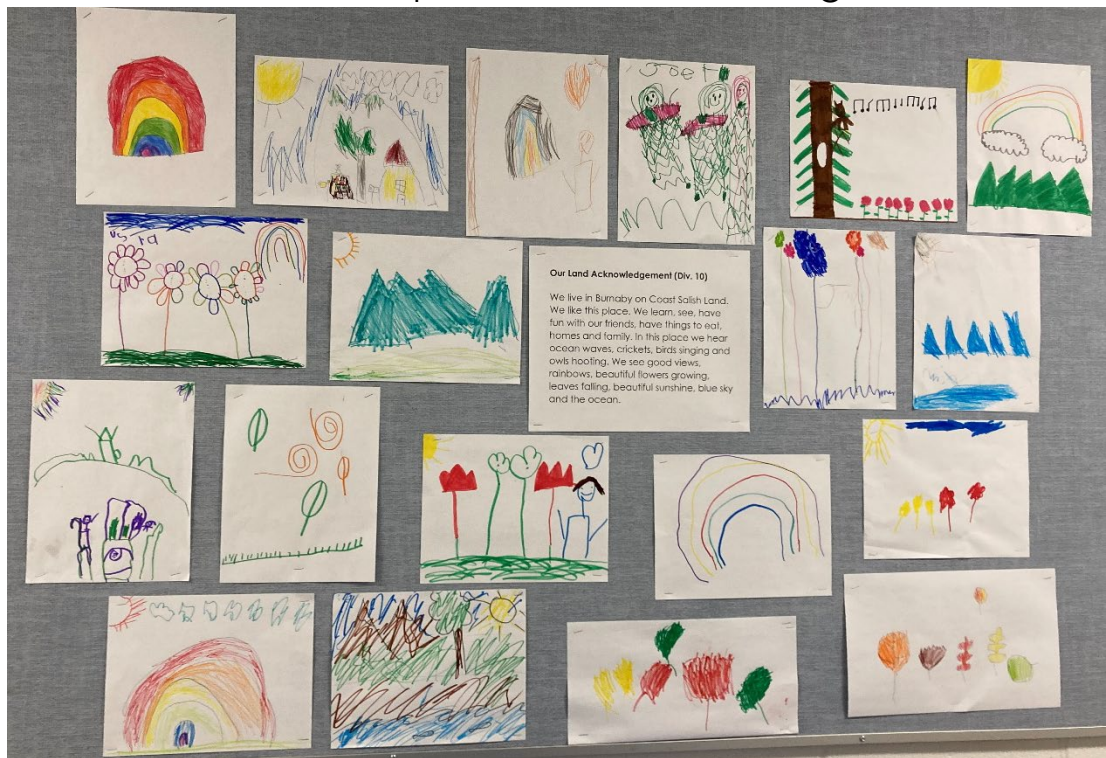


Other Activities:

- read the school/district land acknowledgement
- regularly discuss whose land we live on, through stories, songs, art etc.

Term 2: Personalized Class Land Acknowledgements

1. Re-read the brainstorm from the first term
2. Brainstorm what they like about where we live, include only natural things.
3. Start acknowledgement.
 - a. Questions: Where do we live? Whose land do we live on?
4. Combine brainstorm suggestions to create a succinct statement. E.g. things that you see, things that you hear etc.
5. Have students draw a part of the acknowledgement



6. Activity: This place where I live is important to me because... (attached)

Other Activities:

-continue to remind students about the local nation or nations

Term 3: Personalized Individual Land Acknowledgements

1. Brainstorm why this place is important to them
2. Reminder of whose land we live on
3. Re-read class and school/district acknowledgements
4. Students create their own acknowledgements and draw why the land is important to them. Use attached activity sheet.

Other ideas:

Have students draw about a place that is special to them, a place that makes them feel safe, where they are connected to nature. Have them share with a friend or the class why they chose this place.

Curriculum connections:

Science curricular competencies: Kindergarten to Grade 3:

-experience and interpret the local environment

-express and reflect on personal experiences of place

-place: in any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspective of the world.

Social Studies:

Kindergarten:

Content: people, places, and events in the local community, and in local First Peoples communities (e.g. natural and human-built characteristics of the local physical environment).

Grade 1:

Big Idea: We shape the local environment, and the local environment shapes who we are and how we live.

Content: relationships between a community and its environment and natural and human-made features of the local environment

Grade 2:

Content: rights and responsibilities of individuals regionally and globally (e.g. responsibility to the environment)

Grade 3:

Big Idea: Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors.

Content: relationship between humans and their environment (e.g. protocols around the world that acknowledge and respect the land)

Please visit our website: <http://www.bcpta.ca/wordpress/>

If you have any suggestions or requests for future publications, please email BCPTAnewsletter@gmail.com.

See Activity sheets on following pages.

I love nature because

Land Acknowledgement

This place where I live is important to me
because...

Personalized Land Acknowledgement

I live on

This place is important to me because